

SCHOOL REPORT CARD

2003-2004

-Commonwealth of Kentucky-

Summit View Middle School

David Paul Johnstone, Principal
5002 Madison Pk
Independence, KY 41051
phone: (859) 363-4800
fax: (859) 363-4804
email: djohnstone@kenton.k12.ky.us

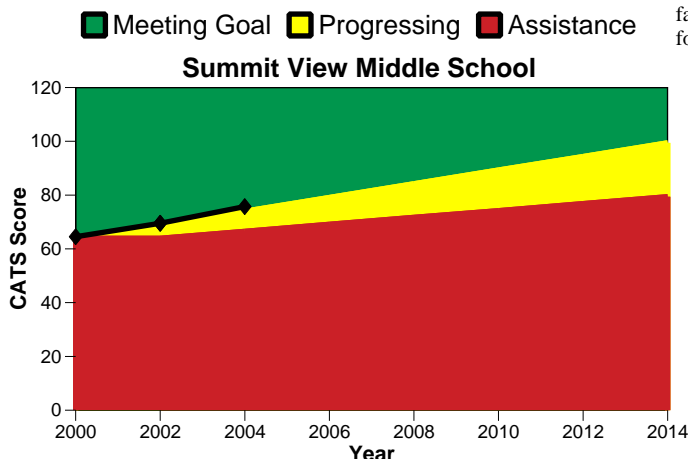


Dear Parents/Guardians:

Here is our school's report card for the 2003-2004 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

The School Growth Chart:

To see how we're performing, please take a moment to examine our growth chart. This chart starts with our school's baseline CATS score from 2000. We've drawn a goal line from that starting point to our goal of 100 in 2014. Every two years a new index point will be marked on the chart to show whether we are meeting our goal and earning rewards, progressing but short of our goal, or falling far short of our goal and eligible for state assistance. Over time, these points will form a performance trend line for our school.



Year	Goal Line	Assistance Line	Index
2000	63.9		64.5
2002	69	63.9	69.5
2004	74	66.5	75.7
2006	79.1	69.1	
2008	84.2	71.7	
2010	89.3	74.2	
2012	94.3	76.8	
2014	99.4	79.4	
Standard Error: .6			

About Our School

At Summit View Middle School, we realize that students are experiencing transition from childhood to young adulthood. Our mission is to focus on the strengths, talents, and abilities of each individual student by maintaining high academic expectations with a vision of success by providing a variety of opportunities that will foster individual growth and development at the highest level possible. Summit View Middle School has completed its sixth year of operation. Parents have opportunities to be involved in their child's education through the parent group, PTSA. This group sponsors dances, fund-raisers, an Honor Roll Breakfast, as well as other activities to enhance student success. Parents can also become involved through SBDM, our decision-making body, which meets once a month. We welcome parent volunteers for the various committees that are a part of the SBDM body. Students have the opportunity to explore various interests through extra-curricular activities and clubs as well as in their Personal Development classes. These classes include Computer, Band/Chorus, Arts/Humanities, Family/Consumer Science, and Health & PE, giving students a wide range of choices. Student learning is enhanced/supported through special education classes, Core Plus, Project ASCENT & ASCENT Arts, English as a Second Language (ESL), School-Within-a-School, and Reading/Math Rescue. We look for ways to supplement student learning and encourage parent/community involvement.

How Our School Ensures Educational Equity

Summit View Middle School provides all students the opportunity to participate in various academic and athletic extra-curricular activities as well as a number of classroom experiences. All students are encouraged to explore their talents and interests through sports, the arts, Academic/Math teams, Gifted/Talented programs, Peer Mediation/Conflict Resolution, Student Council and Peer Tutoring. Support Services are available as needed through Extended School Services, School-Within-a-School, Speech/Language Services, Occupational/Physical Therapy, ESL, Community-Based Education, and Special Education classes. Test data is analyzed each year and that data is disaggregated according to gender, race, ethnicity, and SES so that we can be assured that all children have the same social/academic opportunities for success. Anyone interested in further information on any of these opportunities is welcome to call the school office and discuss these with an administrator.

School Enrollment (end of year membership 2003-2004): 799

How Our Students Perform

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period.

Kentucky Core Content Tests

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test	Novice			Apprentice			Proficient/Distinguished			Academic Index		
	School	District	State	School	District	State	School	District	State	School	District	State
Reading 7th	6%	7%	8%	35%	33%	32%	59%	60%	60%	85.6	85.4	85.1
Science 7th	19%	19%	24%	37%	36%	36%	44%	45%	41%	77.8	78	74.6
Writing 7th	36%	31%	29%	47%	49%	51%	17%	20%	20%	50.5	54.1	54.9
Mathematics 8th	12%	15%	26%	44%	40%	41%	44%	44%	33%	78	78.6	68.1
Social Studies 8th	12%	11%	17%	49%	44%	44%	39%	45%	39%	75.3	78.7	74.1
Arts & Humanities 8th	16%	16%	23%	39%	33%	32%	45%	50%	44%	72.7	75.3	69.8
PL/VS 8th	16%	14%	20%	42%	39%	41%	42%	47%	39%	73.1	77.3	70.2

The goal is that by 2014 nearly all students will score proficient or distinguished.

National Norm Referenced Test

The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	School	District	State	Nation
6th Grade Reading	59%ile	60%ile	56%ile	50%ile
6th Grade Language Arts	56%ile	56%ile	53%ile	50%ile
6th Grade Mathematics	61%ile	63%ile	55%ile	50%ile

Other Measures

The final component of CATS is our school's performance in Attendance, Retention, Dropout and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2002-2003 school year.

	Attendance Rate	Retention Rate	Dropout Rate
School	94.9%	1.7%	0%
District	95.4%	3.1%	1.7%
State	94.3%	3.4%	2.2%

State Contest Results: Academic/Speech, Band, Chorus, and Orchestra

The Honors Chorus took first place as well as the Esprit de Corps award at the Music in the Parks competition in Dollywood in May, 2004. Esprit de Corps Award at Kings Island Music in the Parks competition. Ten six grade students made KY All-State Children's Chorus. 28 out of 29 students received Distinguished Rating and NKU Solo/Ensemble Competition. NKU State Assessment Choral Event--7th/8th Chorus received Distinguished Rating. Bethany Langford/Jessica Ackerson won outstanding soloist awards in the Music in the Parks Competition.

Teacher Qualifications

This chart shows the level of teacher certification, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. Please bear in mind that teachers may be fully certified and yet not possess a formal major or minor in the subjects they are teaching. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	Sch.	Dist.	State
% of Classes Taught by Teachers Certified for Subject and Grade Level	100%	100%	NA
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	97%	99%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Teachers with a Masters Degree or Greater or the Equivalent	87%	77%	82%
Average Years of Teaching Experience	16.6	13.5	11.9

Our Learning Environment

School Safety

Here's what we are doing to make our school safe for our students.

	Yes	No
Visitors are Required to Sign In	X	
All Parents received the District Discipline Code	X	
% of Classrooms with Telephone Access to Outside Lines	100%	

Procedures in Place in Our School for Drug and Weapons Detection

All students are encouraged to report any incident or rumor that may endanger students at Summit View Middle School. Posters are placed throughout the building with the 341-KIDS number, so that callers can anonymously report concerns directly to an administrator. Administrators investigate any reports that are turned in through student interviews, locker checks, parent conversations, and counseling sessions. Drug dogs are brought into the building on a random basis to do locker checks. Checks done during the 2003-04 school year came back clear. Students are comfortable with coming into the office to discuss these concerns with counselors, the social worker, and administrators.

Violation	Number of Reported Incidents	Number of Students Suspended or Expelled for This
Aggravated Assault (with intent to cause injury)	1	1
Drug Abuse Violations	1	2
Weapons Violations	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student/Computer Ratio	% of Classrooms with at Least One KETS Workstation with Internet Access
Our School	\$4396	17:1	5.6:1	100%
District	\$6902	18:1	5.2:1	100%
State	\$7007	16:1	3.8:1	100%

How We Use Technology to Teach

Students are required to take Computer as one of their Personal Development classes during the 6th grade for keyboarding skills, spreadsheets and databases. They expand their knowledge by taking more advanced computer classes in the 7th and 8th grade. Summit View also has an additional computer lab equipped with 28 computers that all students can use for projects, presentations such as PowerPoint, and portfolio work. All teachers have access to a portable wireless lab to use within their own classroom. Most teachers have been trained in the use of TVator and SmartBoards. All classes have at least one computer and there are additional computers within the Language Arts classes for portfolio development. Our library has a number of computers for internet usage, research and testing. A number of professional development opportunities are available for teachers in the computer lab. Building-level Technology Resource Teachers support teachers through training and collaboration in designing instruction which maximizes learning through technology. Teachers reflect on their progress through building-level POGAs, a tool to record and share their growth and achievement in using technology as a means to enhance student learning.

Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	650	100	22	1350

Extracurricular Activities

Academic Team, Student Council, Peer Tutoring, Peer Mediation, Student Aides Boys & Girls Basketball, Football, Cross Country, Volleyball, and Cheerleading Jazz Band and Pep Band STLP (Student Technology Leadership Program), Theatrical Productions/Concerts Morning Video Announcements

Awards and Recognition

Rewards and recognition for our students include honoring students who perform to high standards in the classroom and on state testing. We recognize honor roll and perfect attendance students each quarter, and hold an Honors Night celebration each year. We also have a CATS Wall of Honor where we have plaques with names of students who score distinguished each year. Many students participate in our very successful sports programs. The 8th grade boys basketball team finished second in the Boone/Kenton League.

What We Are Doing To Improve

Faculty and staff continue to participate in planned professional development in technology, curriculum, school safety, and parent involvement, as well as individual workshops and training. Numerous hours have been spent aligning curriculum to guarantee that all Core Content is covered within our classes. We have analyzed test data by departments to see where the strengths/weaknesses exist and have developed strategies for improving student achievement. Students in all classes encounter open-response questions like those used on the state CATS assessment. That student work is analyzed for improvement in performance. Strategies such as the 4-column method, KWL charts as well as other graphic organizers are utilized to enable students to organize their responses. Teachers and students develop scoring rubrics so that performance expectations are clear for all students. Teachers meet in groups to discuss ways to improve teaching techniques. Parents are encouraged to visit, serve on committees, and voice concerns or compliments. All community members are invited to attend SBDM meetings (the first Monday of every month) and PTSA . Parent workshops are offered through our counseling office and our Family Resource Center in dealing with difficult adolescents, homework help, and understanding the middle school child, as well as many other topics of interest. Students are encouraged to take responsibility for their own learning and to ask for support and help to assist their learning.

How to Get More Information

Call, e-mail, fax or write to our principal at the number and address on the top of this School Report Card. You may contact your School Council Members at the numbers below. Visit our main office and ask for the Expanded School Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded School Report Card may be free or provided at cost of copying.

Member’s Name	Phone	Member’s Name	Phone
Maria Kenner, Parent	859 363 4800		
Dave Johnstone, Principal	859 363 4800		
Charlene Caudill, Parent	859 363 4800		
Laura Gentry, Teacher	859 363 4800		
Gene Brown, Teacher	859 363 4800		
Grant Ferguson, Teacher	859 363 4800		

Our school does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.



TO THE PARENTS OF:

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